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ABSTRACT

This framework for dance contains three instructional strands. Each strand has content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The three strands are: (1) "Basic Elements of Movement;" (2) "Arts in Civilization;" and (3) "Artistic Communication." The content standards of strand one state that students will understand, explore, and demonstrate dance as an art form through the basic elements of body movement, locomotor movement, time, space, energy, force, and dynamics. The content standard of strand two states that students will understand the historical development of dance and its relationship to various cultures. The content standards of strand three state that students will organize choices to express and communicate various ideas or themes, participate in performance, and be able to discuss and analyze movement and dance. (BT)

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Arkansas Dance Curriculum Framework 1995 (Draft)

SO 030 605

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U.S. DEPARTMENT OF EDUCATION
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All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

INTRODUCTION

Dance has existed since the beginning of time as a means of worship, a method of socialization, an expression of feelings, a form of physical activity, and a universal method of communication. Dance has traditionally been a means of passing on the culture of nations from one generation to the next.

In our contemporary educational system, dance should continue to be an integral part of the total school program. To provide a complete dance education, students should be given the opportunity to learn about dance through a sequential curriculum which provides experiences in the history of dance, the creative process, the motion of the various dance styles, and the language of dance. Dance needs to be related to the other arts and to the total educational program. When these opportunities are provided regularly, the development of an appreciation of dance as both a lifetime recreational activity as well as an art form will occur.

Dance in the K-12 curriculum should provide an atmosphere for students to develop self-esteem and become knowledgeable and accepting of their own instrument (their bodies). Dance should provide an environment for children to become more confident of their communication skills by using their instrument for self expression.

STRAND 1: Basic Elements of Movement

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CONTENT STANDARD 1

Students will understand, explore and demonstrate dance as an art form through its basic elements of body movement.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.1.1 - Identify necessary precautions and limitations to avoid injury.

1.1.2 - Recognize and move body parts (or parts of body) and joints (isolated and in combination).

1.1.3 - Control body movement in self (personal) space and shared space.

1.1.4 - Balance on and off center and demonstrate proper alignment.

1.1.5 - Experiment with breathing and how it affects movement.

1.1.6 - Practice basic axial movements (bending, turning, stretching, jumping, swinging, swaying, shaking, twisting, sitting, kneeling, lying down, pushing, pulling, rising, falling, kicking, balancing).

1.1.7 - Demonstrate beginning dance technique (Dance Warm-ups, Improvisations, and Choreography and Ballet Terminology--see Glossary).

1.1.8 - Flex, extend and rotate body parts.

1.1.9 - Develop a kinesthetic awareness.

GRADES 5-8

1.1.10 - Practice necessary precautions and limitations to avoid injury.

1.1.11 - Move parts of the body in more complex sequences (such as oppositional).

1.1.12 - Enhance body control and expand movement in self space and shared space.

1.1.13 - Refine counter balancing.

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1.1.14 - Explore contractions/releases and falls/recovery through breathing techniques.

1.1.15 - Combine a wide variety of axial movements.

1.1.16 - Demonstrate dance technique for development of dance form aba. (See Glossary)

1.1.17 - Increase capacity to flex, extend, and rotate parts of the body.

GRADES 9-12

1.1.18 - Identify and practice necessary precautions and limitations to avoid injury.

1.1.19 - Refine develop muscular control.

1.1.20 - Improve coordination.

1.1.21 - Increase flexibility.

1.1.22 - Develop endurance.

CONTENT STANDARD 2

Students will understand, explore, and demonstrate dance as an art form through its basic element of locomotor movement.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.2.1 - Recognize and demonstrate locomotor movements.

1.2.2 - Combine locomotor and non-locomotor movements into short dance patterns.

1.2.3 - Lead movements to be performed by group or partner (mirroring and following).

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GRADES 5-8

1.2.4 - Create and perform complex sequences using locomotor and non-locomotor movements.

1.2.5 - Perform and demonstrate learned sequences of locomotor patterns.

GRADES 9-12

1.2.6 - Demonstrate advanced sequences of locomotor and non-locomotor movement.

1.2.7 - Compose and perform a sequence of locomotor and non-locomotor movements experimenting with weight, direction, level, and tempo changes.

CONTENT STANDARD 3

Students will understand, explore and demonstrate dance as an art form through its basic element of time.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.3.1 - Recognize and move to the pulse.

1.3.2 - Identify and move to rhythmic patterns (children's names, simple poems, games).

1.3.3 - Learn and move to accents and meters (2/4, 3/4, 4/4).

1.3.4 - Move to the musical/dance concepts of slow/fast, gradual/sudden, short long.

1.3.5 - Experiment with simple percussion instruments.

1.3.6 - Participate in movement activities utilizing simple props (ribbons, balls, lummi sticks, tinikling poles, hoops, clubs) while moving to the pulse.

1.3.7 - Create rhythmic movement patterns.

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GRADES 5-8

1.3.8 - Explore and move to various rhythmic patterns.

1.3.9 - Identify and move with acceleration and deceleration.

1.3.10 - Accompany their own movement sequence or that of others using an instrument of their choice.

1.3.11 - Accompany their own movement sequence or that of others using vocal sounds.

1.3.12 - Combine the use of instruments and voice to accompany a movement sequence.

1.3.13 - Compose a simple music phrase and create a corresponding dance phrase.

1.3.14 - Utilize props while moving to the pulse.

1.3.15 - Identify and move to music having more complex meters such as 6/8, 7/4, 5/4, 9/8, 12/8.

GRADES 9-12

1.3.16 - Identify and move to more advanced or changing meters in music.

1.3.17 - Choreograph a dance phrase. Compose a musical phrase to complement it.

1.3.18 - Reverse the previous process.

1.3.19 - Combine meters.

1.3.20 - Demonstrate proficiency at moving to the pulse using props.

1.3.21 - Display a clear sense of rhythm and timing when moving in complex combinations.

1.3.22 - Demonstrate precision of timing on entrances and exits.

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CONTENT STANDARD 4

Students will understand, explore, and demonstrate dance as an art form through its basic element of space.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.4.1 - Control body movement in general and personal space.

1.4.2 - Move the whole body in various directions (forward, backward, sideways, diagonally, right and left, on three levels--low, middle, and high).

1.4.3 - Move isolated body parts in various directions and levels.

1.4.4 - Perform locomotor movements in simple floor patterns (straight lines, curved lines, circles, squares, figure eights).

1.4.5 - Practice a range of body movements in personal space.

1.4.6 - Demonstrate body shapes in lines, angles, and curves--symmetrically and asymmetrically.

1.4.7 - Demonstrate body shapes in pantomimic representation.

1.4.8 - Create patterns in the air and on the floor individually and with partners.

1.4.9 - Demonstrate directional facings with partners (front, side, back).

1.4.10 - Demonstrate directional facings with partners (front to front, side to side, front to back).

GRADES 5-8

1.4.11 - Perform combinations of locomotor and axial movements in simple floor patterns.

1.4.12 - Experiment with spatial and body design while moving thorough near, middle, and far reach space.

1.4.13 - Invent body shapes in line, angle, and curves while moving through simple

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floor patterns.

1.4.14 - Demonstrate body shapes using energy concepts.

1.4.15 - Express a pantomimic sequence of movements (a flower blooming).

1.4.16 - Demonstrate directional changes working in groups.

1.4.17 - Learn stage directions (upstage, downstage, stage right, stage left).

1.4.18 - Perform combinations of locomotor and axial movements in complex floor patterns.

1.4.19 - Refine spatial and body designs using near, middle, and far reach space.

1.4.20 - Demonstrate body shapes while moving through complex floor patterns.

1.4.21 - Create movement sequences based on vertical and horizontal, saggital planes.

1.4.22 - Create short dance studies using spatial concepts.

1.4.23 - Identify positive and negative space.

1.4.24 - Use traditional, non-traditional, and environmental performance spaces in various compositions.

GRADES 9-12

1.4.25 - Compose and perform more complex dance studies using spatial concepts.

1.4.26 - Compose and perform advanced combinations with complex floor patterns.

1.4.27 - Use positive and negative space in group compositions.

CONTENT STANDARD 5

Students will understand, explore, and demonstrate dance as an art form through its basic element of energy/force/dynamics.

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STUDENT LEARNING EXPECTATIONS

GRADES K-4

1.5.1 - Identify and demonstrate movements with varying degrees of energy (bound/free, direct/indirect, quick/slow, firm/fine, heavy/light).

1.5.2 - Recognize and demonstrate simple movement phrases using basic energy contrast (still/active, soft/hard, strong/light, weak/strong, sharp/fluid).

1.5.3 - Explore various ways to feel and move using imagery (sticky, slithery, sparkly, buzzy).

GRADES 5-8

1.5.4 - Develop simple movement phrases utilizing various energy concepts.

1.5.5 - Identify and demonstrate movement qualities such as percussive/sustained, vibratory/swinging.

1.5.6. Demonstrate movement qualities with increased variety of energy dynamics (tension/relaxation, suspension/release).

1.5.7. Explore use of various dynamics to create contrasting moods.

1.5.8. Apply energy concepts to connect dance phrases.

1.5.9. Continue the use of energy concepts as choreographic tools and create more complex movement studies.

1.5.10. Continue to develop and refine skills necessary to project movement through the manipulation of energy concepts.

GRADES 9-12

1.5.11 - Enhance skills necessary to perform a variety of energy concepts.

1.5.12 - Demonstrate the ability to utilize energy concepts in more advanced compositions.

1.5.13 - Explore ways in which energy concepts are combined and arranged to

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define style (ballet, ethnic, modern).

1.5.14 - Continue to develop and refine skills necessary to project movement through the use of energy concepts and qualities of movement.

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STRAND 2: Arts in Civilization

CONTENT STANDARD 1

Students will understand the historical development of dance and its relationship to various cultures.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

2.1.1 - Understand that dance has a role and purpose in the life of various cultures.

2.1.2 - Distinguish among forms of theatre dance (ballet, modern tap, jazz,).

2.1.3 - Experience dance from other cultures.

2.1.4 - Know and apply proper concert etiquette.

2.1.5 - Demonstrate appropriate listening, observing and behavior skills as an audience.

GRADES 5-8

2.1.6 - Demonstrate knowledge of the sequential development of dance through history.

2.1.7 - Examine cultural dance heritages.

2.1.8 - Experience the dance of another culture.

2.1.9 - Experience concert forms of dance.

2.1.10 - Know and practice proper audience/concert etiquette.

GRADES 9-12

2.1.11 - Recognize dance as an index to the artistic and social values of civilization (i.e., celebration, ceremony. entertainment, prosperity, socialization, health/fitness, education, communication).

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2.1.12 - Expand knowledge of the sequential development of dance through history.

2.1.13 - Examine in greater detail cultural dance heritages.

2.1.14 - Experience the dances of other cultures.

2.1.15 - Experience a variety of concert forms of dance.

2.1.16 - Demonstrate appropriate audience/concert etiquette.

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STRAND 3: Artistic Communications

CONTENT STANDARD 1

Students will organize choices to express and communicate various ideas or themes.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

3.1.1 - Plan and organize movement through exploration of imagination, feelings, and stories.

3.1.2 - Share creative movement with others.

GRADES 5-8

3.1.3 - Demonstrate the ability to move spontaneously to various stimuli.

3.1.4 - Relate movement to feelings, ideas, and needs.

3.1.5 - Successfully solve a group movement assignment using non-verbal stimuli.

GRADES 9-12

3.1.6 - Solve movement problems in aba form in weak and strong areas of the stage. (See Glossary)

3.1.7 - Create movement studies utilizing knowledge of compositional forms (canon, rondo).

CONTENT STANDARD 2

Students will participate in performance.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

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3.2.2 - Regardless of ability share short movement phrases in solo, duet, and small ensembles.

3.2.3 - Complete assigned production duties in conjunction with performance.

GRADES 5-8

3.2.4 - Develop proficiency in ensemble performance and understand importance of individual contribution.

3.2.5 - Complete assigned production duties in conjunction with performance.

GRADES 9-12

3.2.6 - Perform a complete dance work with strong concentration, focus, appropriate energy levels, and etiquette.

3.2.7 - Demonstrate commitment to ensemble in rehearsal and performance.

3.2.8 - Achieve a high level of accuracy and interpretation.

3.2.9 - Complete assigned production duties in conjunction with performance.

CONTENT STANDARD 3

Students will be able to discuss and analyze movement and dance.

STUDENT LEARNING EXPECTATIONS

GRADES K-4

3.3.1 - Understand and use a basic vocabulary of dance.

3.3.2 - Solve movement problems and discuss movement choices.

3.3.3 - Communicate reflections of dance experiences by speaking, writing, moving, or other means.

GRADES 5-8

3.3.4 - Demonstrate proficiency in the use and application of the vocabulary of dance.

3.3.5 - Compare and contrast dance forms.

3.3.6 - Compare and contrast dance performances.

GRADES 9-12

3.3.7 - Demonstrate and use advanced dance terminology.

3.3.8 - Acquire a knowledge of positive and constructive feedback.

3.3.9 - Critique a dance performance.

3.3.10 - Exhibit a proficiency in critiquing skills.